

Tier 3/Tertiary Series Training

TTA500fi: Fluency with Wraparound



Training Behavioral Expectations

<u>EXPECTATION</u>	<u>TRAINING SITE</u>
BE RESPONSIBLE	<ul style="list-style-type: none">♦ Make yourself comfortable & take care of your needs♦ Address question/activity in group time before discussing "other" topics♦ Ask questions
BE RESPECTFUL	<ul style="list-style-type: none">♦ Turn cell phones, beepers, and pagers "off" or to "vibrate"♦ Contribute where possible
BE PREPARED	<ul style="list-style-type: none">♦ Follow up on tasks for next training day♦ Take (and Pass) notes (use Action Plan throughout day)



PBIS Supports the Illinois Professional Teaching Standards

1. Content Knowledge
2. Human Development and Learning
3. Diversity
4. Planning for Instruction
5. Learning Environment
6. Instructional Delivery
7. Communication
8. Assessment
9. Collaborative Relationships
10. Reflection and Professional Growth
11. Professional Conduct

<http://www.isbe.net/profprep/PDFs/ipts.pdf>



Objectives

- Assess effectiveness of wraparound teams (systems, data and practices).
- Identify and develop strategies to improve upon critical team features.
 - learn how to use data for decision making and on-going progress monitoring.
- Identify and develop strategies to improve the success of interventions across all domains for students with chronic and intensive needs.
- Modify the wraparound process and supports at the school and district levels including transitioning from grade to grade, building to building, and summer planning.



Agenda

8:30-10:00	Assess effectiveness of wraparound teams (systems, data and practices).
10:00-10:15	Break
10:15-11:00	Identify and develop strategies to improve upon critical team features. <ul style="list-style-type: none">» learn how to use data for decision making and on-going progress monitoring.
11:00-11:30	Identify and develop strategies to improve the success of interventions across all domains for students with chronic and intensive needs.
11:30-12:15	Lunch
12:15-12:45	Modify the wraparound process and supports at the school and district levels including transitioning from grade to grade, building to building, and summer planning.
1:45-2:00	Break
2:00-2:30	Action Plan Review and Next Steps
2:30-2:45	Report out on progress & next steps
2:45-3:00	Questions/Concerns/Technical Assistance

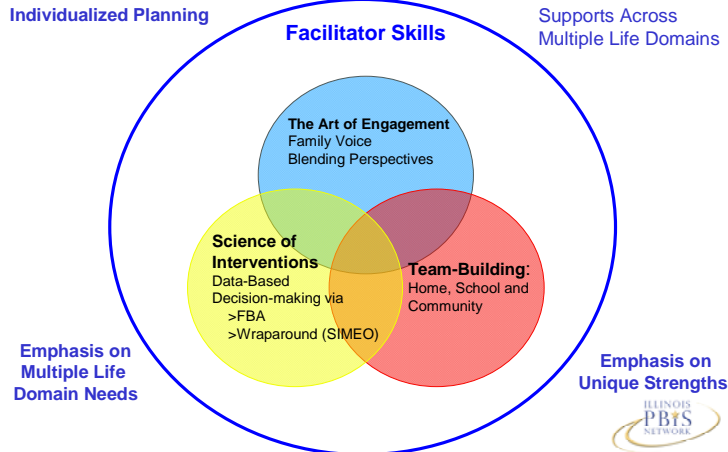


Introductions and Acknowledgments

- Introduce your team
- What have been your successes staying at the table with an on-going wraparound?



Planning at the Tertiary Level



School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions

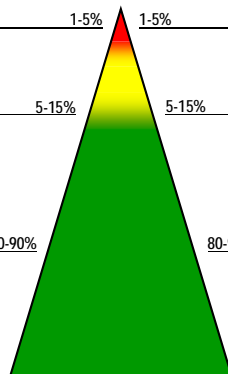
- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive

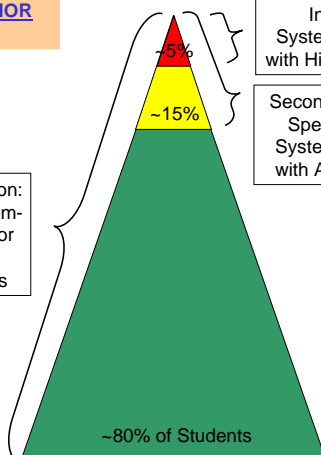


Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBIS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>



SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

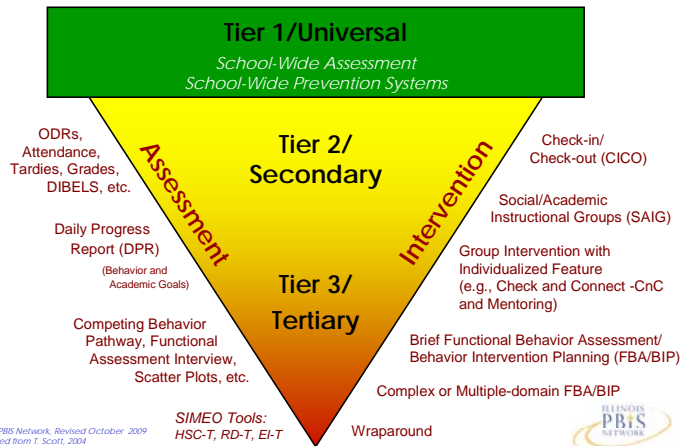


Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

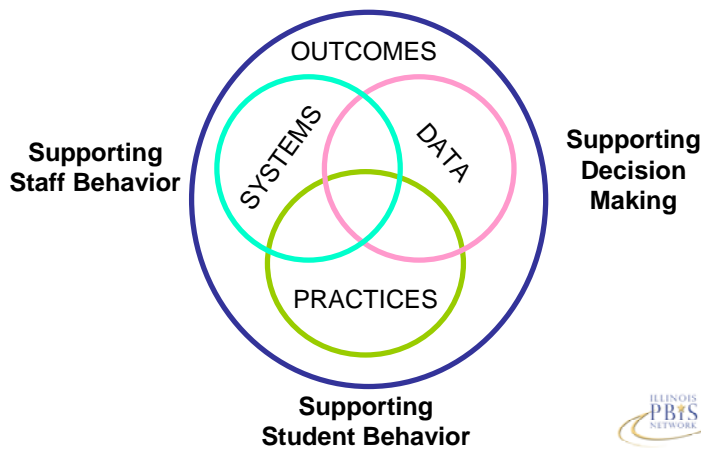
Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior



Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



Social Competence & Academic Achievement



When it comes to wraparound, Describe how effective your:

- System?
- Data?
- Practices?
- Report out, be specific with the strengths and needs



Four Phases of Wraparound

I. Team Development

- Get people ready to be a team
- Complete strengths/needs chats

II. Initial Plan Development

- Hold initial planning meetings
- Develop a team "culture"

III. Plan Implementation & Refinement

- Hold team meetings to review plans
- Modify, adapt & adjust team plan

IV. Plan Completion & Transition

- Define good enough
- "Unwrap"



Break



Wraparound: Data-based decision-making

Data used for Wraparound Planning:

- SIMEO Tools (SD-t, HSC, ED info.)
- Individual Student Data – ODRs, OSS, ISS, Grades, Attendance
- CICO card, Goal sheet, etc.
- What have you used?



Wraparound: Data-based decision-making

Baseline Data -

- Enhances the initial conversations with family and team members.
- Creates more efficient team meetings.
- Takes the emotion out of team meetings.
- Gives us a starting point for planning.
- Helps us plan across all environments – Home, School and Community
- **How have you used baseline data?**



Wraparound: Data-based decision-making

Follow-up Data (Time2, Time 3...)

- Helps us CELEBRATE progress
- Shows us small increments of progress that can be missed.
- Helps us progress monitor – *remember, if the plan is not working, re-work the plan!*
- Helps us get buy-in from staff, administration, and skeptical team members.
- **How have you used follow-up data?**



What Data do I bring to the Wrap Meeting?

- Data should reflect “family voice” and BIG Need.
- Graphs should be kept to a maximum of 4 bars/lines per page and max. of 3 pages.
- Strengths and Needs should be graphed separately.
- **Ask the question: how will this data “move this team forward?”**



Example of Using Data at a Meeting

How to Select the Right Graphs

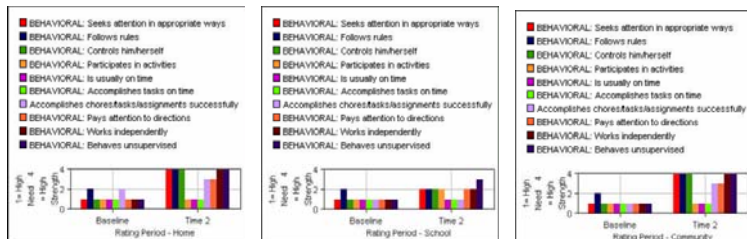
Stanley



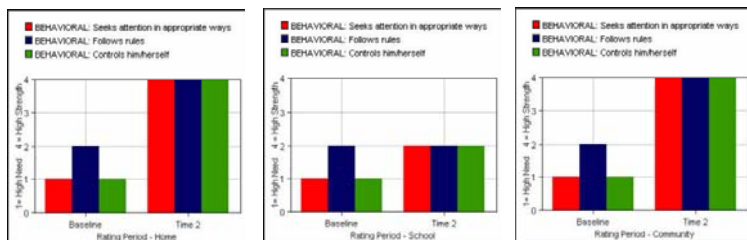
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These graphs can help the facilitator decide what to bring to a team meeting.

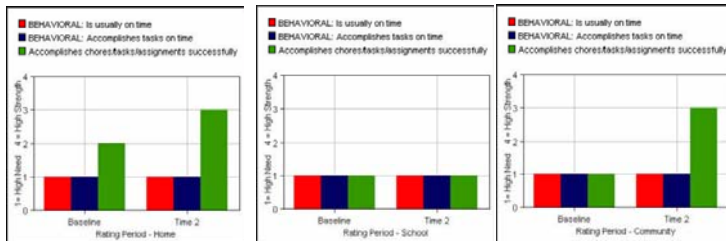
Can these be helpful at the team meeting?



Stanley



Stanley



Lunch

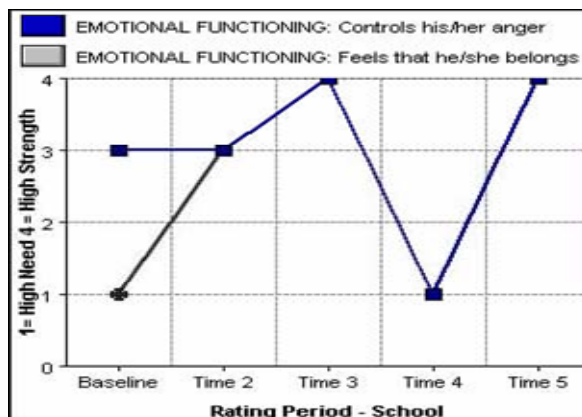


Using the Wraparound Process for Transition Planning

- Transitions can be considered a **separate domain** within the wraparound planning process.
- Begin talking about the transition **several months** prior to the end of the school year.
- Invite new team members that **will be involved** with the student at the new building (social worker, teacher, principal). Plan the **Who, What, Where, When?**
- Use **data to get buy-in** from new team.
- **Communicate** what worked with new team by using data.
- Build these details into the **wraparound action plan**.



Transition Planning for Jacob Using Data to get buy-in from the new team



Audience Share: **Examples of** **“Transition” Focus in** **Wrap Action Plans**



Using the Wraparound Process for Summer Planning

- Requires having **dedicated meetings** that will focus on needs of the student and family during the summer.
- Invite **new team members** that may have “expertise” regarding programs in the community.
- **Invite natural supports** who will be involved with the student/family during the summer.
- **Review all life domain areas** when planning for summer (safety, financial, educational, recreational, residential, etc.)
- Use **data to identify areas of strength and needs.**
- **Create a crisis plan.** Is there an alternate plan? Who does the family contact?
- Build these details into the **wraparound action plan.**



Mary Ellen

- 6th grade female
- Received special education services
- Expressed challenges being independent in the community and at school
- Expressed challenges with knowing how to express her needs



Summer Transition

- Family discussed summer was challenging time for focus child and younger sibling
- Action plan included activities that would meet high needs in the community
- Action plan also included crisis plan for transportation challenges
- Focus child identified activities of interest through park district catalog
- Family possessed good self-advocacy skills



Family Needs/Strengths

Strengths

- Has transportation
- Is usually on time
- Likes to get better at things

Needs

- Participates in activities
- Has life/survival skills
- Has enough to do
- Gets along with children
- Has friends



Funding through LAN

- Action plan based on strengths and needs of family was presented
- Sought activities that would increase family involvement outside the home
- Sought curricular activities that would increase opportunities to meet same-age peers
- Sought activities that would provide opportunities for developing independence
- Social worker helped student identify activities that would promote socialization with same-age peers and independence



Outcomes

- Student attended rock climbing activity with father through park district
- Family stress during summer was significantly reduced partly due to involvement in park district activities
- Sought opportunities to befriend same-age peers



David

- 2nd grade student, male
- Marked degree of tardiness to school was reduced through modified CICO and parent meeting emphasizing importance of on-time arrival to school



Summer Transition

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- Action plan included activities that would meet high needs in the community
- Action plan also included crisis plan for transportation challenges
- Focus child identified activities of interest through park district catalog
- Family possessed good self-advocacy skills



Family Needs/Strengths

Strengths

- Has transportation
- Gets along with children
- Behaves appropriately in unsupervised settings

Needs

- Participates in activities
- Likes to get better at things
- Has enough to do



Funding through LAN

- Action plan based on strengths and needs of family was presented
- Sought pool pass for the family park district
- Sought curricular activities (art courses for focus child)
- Following LAN meeting family contacted park district to obtain passes



Outcomes

- Focus child and sibling had positive transition back to school
- Family stress during summer was significantly reduced partly due to involvement in park district activities
- Focus child developed new friendships in the community



Early Review of Demo Data Related to Summer

- The second most common reason for discharge was student transitioning to a new school (26%-5)
- 74% of students were discharged in June, July, August or September of School Year
- Transition from Middle School to High School was a time period likely to result in discharge from Wrap



Audience Share: Examples of “Summer” Focus in Wrap Action Plans



Break



Activity AT-G (Section D, Page 9) **Action Planning and Next Steps**

1. Describe **next steps** for improving implementation of effective wrap plans in your **building or district**. Include what, by whom, and by when for each next step listed.
2. Describe any specific **technical assistance** or other support you will need to accomplish these next steps.



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Resources

- Freeman, R., Eber, L., Anderson C, Irvin L, Bounds M, Dunlap G, and Horner R. (2006). **"Building Inclusive School Cultures Using School-wide PBS: Designing Effective Individual Support Systems for Students with Significant Disabilities"**. The Association for Severe Handicaps (TASH) Journal, 3 (10), 4-17.
- Eber, L. (2005). **Wraparound: Description and Case Example**. In George Sugai & Rob Horner (2005) Ed., Encyclopedia of Behavior Modification and Cognitive Behavior Therapy: Educational Applications, (pp. 1601-1605). Thousand Oaks: Sage Eber, L. & Keenan, S. (2004).
- Eber, L. & Keenan, S. (2004). **"Collaboration with Other Agencies" Wrap Around and Systems of Care for Children and Youth with EBD.**" In R. G. Rutherford, M. M. Quinn, S. R. Mathur (Eds), Handbook of Research in Behavioral Disorders. Guilford Press, NY, NY.
- Eber, L., Hyde, K., Rose, J., Breen, K., Mc Donald, D. and Lewandowski, H. (in press). Completing the Continuum of School-wide Positive Behavior Support: Wraparound as a Tertiary Level Intervention. In Sailor, W., Dunlap, G., Sugai, G. and Horner, R. (Eds.), **Handbook of Positive Behavior Support**. Springer. NY,NY



Evaluation and CPDU Process

For individuals who registered through Cvent

1. All registrants will receive an email **two** days after the training asking them to complete an evaluation using the link provided.
2. By clicking on the link, registrants are to complete the evaluation by following the prompts.
3. Once the evaluation is completed, an additional email will automatically be generated thanking the registrant for their time and offering the CPDU link for the session they just attended.
4. When registrant clicks on the CPDU link, the form shows up on the screen in PDF format and is printable.

Evaluation and CPDU Process

For individuals who did not register prior to the training

1. The attendee contact information will be entered into Cvent and then the evaluation email will be sent **two** days after the training asking them to complete an evaluation using the link provided.
2. Attendee's follow the same process for completing the evaluation and obtaining CPDUs as those individuals who registered through Cvent.

